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ABSTRACT

A description is provided of Cuyahoga Community College's (CCC's) Jesse Owens Youth Development Program, a comprehensive year-round combination of courses, programs, and activities for inner city young people between the ages of 11 and 21. Following introductory comments on the program, the beginnings of CCC's youth development program are described within the context of CCC's service area. Information on funding, staffing, participants, and costs is presented with respect to the first Jesse Owens Youth Development Program (which was limited to sports skills instruction, practice, and play). The next section traces the expansion of the program to include cultural activities, noncredit academic courses, and Summer Youth Employment Program activities. This section also chronicles CCC's increasing involvement in competitive bidding for special youth projects contracts and grants, and identifies CCC's current emphases as improvement in reading, writing, and mathematics basic skills; computer awareness; and career exploration/preparation coupled with cultural, social, physical, and personal development. The next sections highlight funding concerns, discuss the maturation of the program, and review efforts to institutionalize the program. Unresolved issues are explored next, including the program's dependence on external funds; the need to provide an instructional situation to accommodate a range of ages and skill levels; and parental interference with full attendance and course selection. Finally, the concluding section focuses on funding concerns, linkages with the community, program purpose, and utilization of existing personnel. A list of program goals is appended. (LAL)

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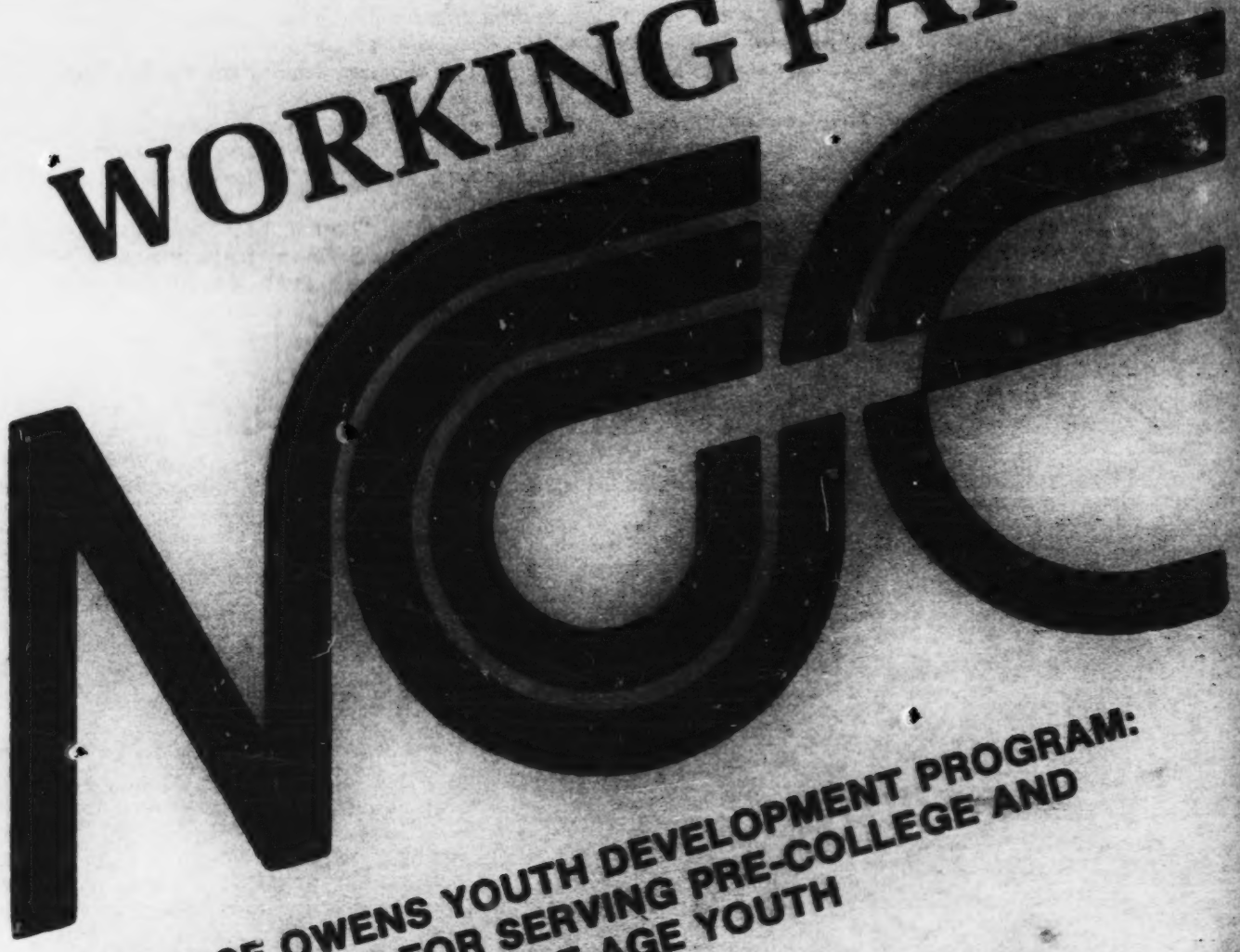

THE JESSE OWENS YOUTH DEVELOPMENT PROGRAM: A STRATEGY FOR SERVING PRE-COLLEGE AND COLLEGE-AGE YOUTH

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NCCSCE *Working Papers Series*

Editor's Introduction:

The Working Papers Series provides practitioners with ideas and information about programs and processes which they may adapt to their own needs. Some papers describe services developed at a single institution which illustrate one educational approach to meeting a particular need. Others describe networks which jointly provide educational services. Some papers deal primarily with the implementation of an educational program; others deal with ways of successfully administering an educational unit.

We would like to hear from anyone who has applied an idea discussed in a Working Paper. Perhaps we can add a "Follow-up" section for comments from those who have adapted programs or procedures presented here. It is possible, and a fond hope of the editor, that such an experience could lead to the production of another Working Paper which would, among other things, illustrate how an activity can be identified in the professional literature and tailored to a different institution's purpose.

New *Working Papers* are always being sought. Writers should send a concept paper or letter of a page or two which clearly describes the projected contents and purpose of the Working Paper. The editor is happy to work with writers who want to share an accomplishment. Despite the challenge of adding another task to their busy schedules, most *Working Papers* writers have found the production and publication of their work to be highly satisfying and fulfilling.

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The Jesse Owens Youth Development Program: A Strategy for Serving Pre-College and College-Age Youth

Stanli K. Becker

Youth and the College Mission

The mission statements of community colleges, four-year institutions, and universities frequently include community service goals that must be periodically redefined and/or refined as needs and resources change. The spectrum of priorities usually includes some aspect of youth development, which may have a direct bearing on the recruitment and retention of students. Cuyahoga Community College is presenting the Sixth Annual JESSE OWENS Youth Development Program in 1985-86, a comprehensive, year-round combination of courses, programs, and activities focusing on young people, ages 11-21. Examination of the evolution, programming, institutionalization, funding, problems, and issues involved in this youth enhancement effort may provoke interest in emulation of one or more of the myriad educational opportunities under the JESSE OWENS Program rubric that can be made available to youth.

Beginnings of the Youth Development Program

Prior to 1980, Cuyahoga Community College (CCC), a large, three-campus institution located on the North Coast of Ohio (the greater Cleveland area), provided youth services only at the Metropolitan Campus. This downtown, inner-city campus is situated amidst large, subsidized housing "estates" and surrounded by social service agencies, an expanding hospital, senior citizens high-rise apartments, and a magnet high school. Historically, the College worked with the more than 25 adjacent agencies to "block schedule" recreational activities for neighborhood children at College facilities during the summer months. Youngsters were brought in groups to play baseball, take swimming lessons, and participate in other organized sports and games. Agency personnel came with the youth and assisted College staff in supervising. When Cleveland "son" Jesse Owens died in 1980, the idea to develop a "living memorial" to honor the Olympic superstar who devoted much of his adult life to work with youth took shape.

The first JESSE OWENS Youth Development Program was limited to sports skills instruction, practice, and play. The program was financed by College community service funds as part of the Office of Neighborhood Educational Development budget and administered by the now defunct CCC Center for Urban Metropolitan

Development. The activities, offered free to any county resident, included eight sports skill areas including baseball, which was conducted at the downtown campus site by the Cleveland Department of Recreation, with a College staff member assisting the staff; and tennis, which was taught under the auspices of the National Junior Tennis League. Children chose two classes a day in the afternoon program, which ran for three sessions, each 2 weeks long. The courses were taught by part-time faculty and staff who were further assisted by youth workers in the CETA* Summer Youth Employment Program (SYEP)**. The College Coordinator of Community Recreation functioned as activities director. Direct program costs totaled $18,000 and about 500 children attended each of three sessions. The more than 1,500 participants came in two groups: ages 8-11 years from noon until 2:15 p.m.; ages 12-17 years from 3 p.m. to 6:15 p.m. Several thousand other youth came to the campus, too, for one full day as a part of a CETA Vocational Information Program presented through the Counseling Center.

Community Involvement and Expansion

Before planning the Second Annual JESSE OWENS Program, community leaders and agency staff from around the city were convened at the College for several sessions to identify and analyze community resources for youth and to assess youth services needs. This collaboration revealed the strong feelings of many that the College should focus on the provision of supplemental, educational enhancements not available elsewhere—especially to low-income families who could not pay for such experiences. Thus, in summer 1981, cultural arts were added to the program through a CETA subcontract with Karamu House, Inc., a well-established community theatre and arts center. Two hundred (200) youth, ages 14-21, in the CETA Summer Youth Employment Program used the Metropolitan Campus facilities to learn photography and ceramics as well as to produce a play; JESSE OWENS Program participants viewed the exhibits and the theatre production. Those CETA young people working in the sports activities as well as in theatre were enrolled in introductory college courses in developmental education, theatre, art, or music and received free tutoring through CCC's Learning Assistance Center.

Program expansion in the summer of 1982 included the introduction of noncredit academic course choices for the younger group, ages 11-15. Part-time faculty, some of them secondary school teachers in local systems, were recruited to design curricula that would (a) allow children with various skill levels to function satisfactorily in the same classroom; (b) provide for the effective participation of students who could not read or write at grade level; (c) encourage small group work on projects; (d) take the students out of the classroom for as many of their learning experiences as possible; and (e) be "inexpensive" to develop, but fun for children to undertake. As a result, the seven sports skills classes were accompanied by the academic/cultural class choices of Scientific Instrumentation, Math Concepts for Today, Communications, Beginning Spanish, Beginning Piano, Computer Literacy, and Youth in Other Cultures. In addition, Career Exploration was taught, focusing on personal and occupational planning and giving participants an opportunity to see and sometimes use much of the College's technical equipment. The math, communications, career, and science classes also used the PLATO computer lab, popular with the students. The requirement that children take at least one course in each area (academic, physical, and cultural) was instituted for the half-day program of 50-minute classes. Youngsters in math measured the track and the swimming pool, for instance, to learn metric conversions; the communications class published a newsletter, some interviewing, others recording, some writing, and still others cartooning. Children, parents, and agency staff seemed pleased with the program, which cost $1 for six weeks. The College contributed $25,000—not counting the time of full-time administrators and support staff. Other funds were found to purchase tee-shirts for the 500 participants. While most participants were "walk-ons" from the Metropolitan Campus neighborhood, about one fourth came by bus and a few others by car/carpool. Further, approximately 7,000 other young people came to the campus for Labor Market Orientation through a CETA/CCC Counseling Department contract with the SYEP, bused from their worksites for one day.

Through its Strategic Educational Planning Process (SEPP), the College identified youth development as a major priority for 1983-84 and established the Office of Youth Development, which reported to the new Urban Metropolitan

* Comprehensive Employment and Training Act, the predecessor of the Jobs Training Partnership Act (JTPA).

** Summer Youth Employment Program (SYEP) later became known as Summer Youth Employment and Training Program (SYETP).

Development Institute, a unit that could develop programs across the College District and was not confined to one campus area. The first contracts for CETA SYEP special programs were developed by the Youth Development Office and included a jazz band, five (5) theatre units (three with community-based agencies in charge of operations), a journalism component and a photography training program. These 368 CETA special project worker slots were added to the already more than 100 other youth workers, ages 16-21, who were located in College offices and departments through the SYEP. College supervisors of these workers served as volunteers, but all special contract personnel were paid through the $166,000+ contracts. Eastern Campus, a suburban campus easily accessed by public transportation, housed the 20 photography trainees. One hundred fifty of the 250 theatre workers prepared at three community sites. All contract-based youth came to the downtown campus for career development activities and again for Labor Market Orientation, coordinated with the CCC Metro Campus Counseling Center, which had the contract for all Cleveland SYEP workers once again.

Thus began a tradition in which the College engages in competitive bidding for special youth projects contracts that continues, since the demise of CETA, with funds from the Job Training Partnership Act (JTPA) through 1985. The College again provided the base funding of $28,000 for the JESSE OWENS Pre-College Program for ages 11-15. The decision not to "employ," i.e., provide College department work sites for, SYEP youth who were ages 14 and 15 has been based on the level of maturity expected and exhibited by most in this group; generally, older youth have proved effective in the College work environment. Local corporations and foundations began to take an interest, most providing amounts of $5,000 or less to support programming in a special area, such as math or science instruction, to complement the basic program.

A major grant came from the Cleveland Foundation, which invested $85,000 in a grant to the College for Credit-in-Escrow money for needy, talented high school students to take introductory courses for college credit. Many JESSE OWENS participants took advantage of this opportunity over a five-year period. Students could participate at any campus, and the free tutoring services of the College Learning Centers were available to anyone enrolled. All CETA workers were required to select a credit or noncredit academic class in combination with their work experience. In this way, the JESSE OWENS Program created the expectation among funders and participants alike that any young person who came to a CCC campus would become involved in academic, cultural, physical, and career enrichment through some combination of activities. This also provided the backdrop for contract projects, with the funding sources—primarily CETA at that time, now JTPA—buying into the idea of paying for courses, books, and supplies for youth not eligible for Credit-in-Escrow funds. Thus, those young persons not yet in high school or not academically eligible for college credit, as well as those who had graduated from high school or dropped out, could still be required to pursue some educational venture with College or quasi-college subsidy.

The new federal Job Training Partnership Act became effective in 1984, and this legislation provided new avenues for funding youth programming. Through competitive bidding, Cuyahoga Community College could submit proposals for contracts in the areas of preemployment skills training, occupational skills training, innovative youth projects, on-the-job training, job tryout, and employment placement. Significant, too, was the JTPA opportunity for any service provider to respond to solicitations for year-round, not just summer, youth training models. National and state performance standards have been developed for local Service Delivery Areas (SDAs) to assist governors in the distribution of funds granted to the states. Private Industry Councils (PICs), comprised of community public and private sector representatives, receive the local grants from the state. Monies are then programmatically administered by the SDA under PIC-approved guidelines. Fiscal year '85 heralded a redesigned thrust by CCC, focusing on those aspects of JTPA funding related to the College's youth development plan.

Concentrating on overall preparation for the future, CCC put emphasis on improvement in reading, writing, and mathematics basic skills; computer awareness; and career exploration linked with preemployment skill development and employment training, coupled with cultural, social, physical, and personal development. The first CCC/JTPA innovative youth projects contracts, funded for about $100,000, were for the Summer Youth Employment and Training Program (SYETP) in the two existing categories, ages 14-15 (in-school youth) and ages 16-21 (in- and out-of-school youth). College faculty and staff carefully developed two 8-week programs

for the younger group:

Keyboarding
Typing, computer, word processing and 10 key calculator skills
Study skills techniques
Career development

Computer Literacy
Computer programming
Basic skills reading and writing
Study skills techniques
Career development

Youngsters who trained in either of these two course series received $6 per day from JTPA for lunch, transportation, and incidentals. They also enrolled in a physical fitness/sports skills instruction class. Youth, ages 16-21, also participated in an 8-week program, choosing a more advanced computer literacy program or a basic communications skills program or combining the basic skills courses with entrepreneurial training:

Basic Communications Skills
Basic skills reading and writing
Computer-assisted instruction
Study skills techniques
Career development

Computer literacy
Computer programming
Basic skills computer-assisted instruction
Study skills techniques
Career development

Entrepreneurial Training
Entrepreneurship course
All courses in the Basic Communications Skills program (above)

These high school age or older youth were paid minimum wage ($3.35 per hour) for their more intensive activities. A different group of those aged 16-21 worked under another SYETP contract to learn journalism and photography skills, publishing newsletters for distribution to the other 7,000-plus Cleveland summer youth workers. These JESSE OWENS SYETP workers, 20 in journalism "jobs" and an additional 20 "photographers," enrolled in one credit course (nonathletic) or in a special-design noncredit scientific instrumentation course to fulfill the academic requirement of the JESSE OWENS Program.

Funding Concerns

It should be noted here that, for the first time, the JESSE OWENS Program received external funds to support a project for pre-college youth that enabled 78 young people, ages 14 and 15, to have enriching experiences at no cost to the participants or to the College. Although proposals can be prepared only in response to JTPA solicitations and in accordance with SDA specifications, the JESSE OWENS Program year-round plan determines the institutional parameters for project proposal choices. For example, CCC chose not to submit bids for youth employment placement, but focused on basic skills improvement/remediation, preemployment skills, occupational skills, and work experience instead. Further, contracts and grants are sought as vehicles to allow the maximum possible programming for youth in the arenas selected for enhancement. The 1984 summer undertaking involved 781 young people: 716 of them at the Metropolitan Campus; 57 at the Eastern Campus; and 8 at the Western Campus, CCC's other suburban site. JTPA contracts sustained the activities of 214 participants; 135 more received JTPA-funded wages while working at a College work site but did not have their courses subsidized through the SYETP. CCC still supported the courses provided to 464 non-JTPA pre-college youth, charging individuals a fee of $10, offset by scholarship donations for those indicating need.

With the assistance of the College Development Office through the Grants Planning and Management staff, the Director of Youth Development engages in an ongoing search for funding sources and opportunities. The quest for new resources is not limited to direct program funding, but includes consideration of means to bolster program supports and student services as well as to underwrite equipment costs. The CCC Foundation's Olympic Spirit Campaign is devoted to securing contributions and endowing them to insure scholarships, equipment, and other special needs as well as to develop an Olympic Plaza at the Metropolitan Campus, commemorating program hero JESSE OWENS. The 2-year Olympic Spirit Campaign effort has yielded responses from individuals, businesses, corporations, foundations, and community-based organizations, raising more than $100,000 in cash and other gifts. Mildly successful was a benefit, sponsored by the Olympic Spirit Committee, targeted to College employees, alumni, families, and friends. More fruitful in its rewards was the "adoption" of the JESSE OWENS Program by the Vocational Educational

Committee of the Rotary Club of Cleveland. Cash contributions of Rotarians were matched by the Rotary Foundation with endowment interest to be matched further by the College Foundation. Some Rotary members offered their time to make presentations to youth groups as speakers and panelists; a few presented short-term, part-time jobs or job-shadowing experiences; yet others suggested their business sites for field trips. Requests to area busineses generated sports equipment, trophies, athletic shoes, and other items. A well-planned, coordinated, combined approach to obtain support for the JESSE OWENS Program has fostered community, state, and national involvement in the 1985-86 Sixth Annual JESSE OWENS Youth Development Program.

The Program Matures

Complicated in management structure for College administrators, the FY '86 summer program was simple for the individual youth participating in one single component. The Sixth Annual JESSE OWENS Youth Development Program combined six (6) SYETP contracts with one federal USDA Food Program contract and a grant from the National Collegiate Athletic Association (NCAA) for a National Youth Sports Program (NYSP) with the pre-college program under the 1985 JESSE OWENS umbrella. Brightly colored JESSE OWENS Program tee-shirts dotted the three CCC campuses as 926 young people gathered in June, July and August. The pre-college program was expanded in 1985 to all campus sites to provide opportunities for a larger number of youth, ages 11-15. More than 300 children had signed waiting lists for the JESSE OWENS Program at the Metropolitan Campus in 1984, prompting the decision that expansion would be timely. Eastern Campus facilities easily accepted the 200 who enrolled. Difficult to access by public transportation, Western Campus readily quartered the 5[illegible] children attending there, the great majority of them traveling by car. Housed at the Metropolitan Campus were 271 pre-college participants along with 110 youth, ages 10-16, who qualified by age and income for the new, free JESSE OWENS National Youth Sports Program, cosponsored by NCAA and the Health and Human Services Department of Community Services. This NYSP grant of $35,000 required the College to apply for the USDA Summer Food Service Program grant for children to provide hot lunches. Funds of $51,166 were received through USDA to provide lunches at all campuses for JESSE OWENS youth. Economic conditions in the greater Cleveland area are such that the program guidelines allowed all children to be served. The $10 fee paid by pre-college attendees was used to purchase tee-shirts and to offset the cost of special events and student awards presented during the program's closing events.

The JTPA/SYETP proposals submitted brought contracts for summer, 1985, for 120 youth, ages 14-15, to come to the Metropolitan Campus for basic skills development programs: 60 students in communications improvement (reading and writing) who interviewed senior citizens and wrote articles for a published oral history journal, "Profiles of Twelve Clevelanders," using the word processor; and 60 youngsters in mathematics skill-building who worked with math software packages on the PLATO computers and solved practical, daily life math problems (buying cars, grocery shopping, household budgeting, etc.) as part of compiling their consumer notebooks. Another two groups—25 at Metro, 15 at Eastern—achieved youth competency certificates in basic life skills and job survival as part of the JTPA youth competency requirements. Twenty-five (25) older youth, ages 18-21, trained to become security assistants, studying parts of the Ohio Peace Officers Council Manual and working with College security officers at the duty posts on the campuses.

Part-time staff and faculty are hired annually to administer the program with most of the same noncredit courses being offered at each campus, variations being determined usually by facilities. The goal of having a campus-based activities coordinator reporting to the campus dean of Student Life who is responsible for program implementation is progressing. Planning and implementation functions should involve the appropriate administrators on each campus to be effective. They are coordinated by the Dean of Community Education Services through the Student Life deans and convened by the Director of Youth Development throughout the year. The Departments of Public Safety and Health Services loom important in assuring adequate services, and careful disciplinary and due process procedures are established. The College insurance and legal staff are contacted at various points in program planning and contract/grant development.

Institutionalization of the Program

Cuyahoga Community College deans, division heads, faculty, and directors have been sharing in the planning, development, implementation, and operations of the youth

development program more or less fully since its inception. Their participation has been regularized, in many respects, with full institutionalization as the expected outcome. Because of the magnitude, ramifications, and implications of accommodating youth needs in various departments, some occurrences have been more gradual than others. "Doing more, better, with less" has been the principle backdrop for the cautious commitment of some units and the seemingly reluctant involvement of others. Attempts are made, whenever possible, to supplement departmental funds through the budgets of auxiliary services, such as security, maintenance, housekeeping, facilities (rent), and equipment use (A-V and computer charge-backs). Funders are requested to pay for assessment and counseling of pre-college and other noncredit students since they are not part of the traditional college population. Too often, however, these labors have created a tendency on the part of the receiving departments and others to expect or even to assume that youth programs will "pay their own way," so to speak. Indeed, College programs are "owned" by the College and should not duplicate existing resources unless some unique situation requires it. It is true, though, that adaptations may be needed in the delivery of services to make them effective for specially targeted populations, i.e., young people.

Since the enrollment program for a potentially large number of youth was new to the College, staff were not able to gauge potential numbers of persons who would appear for the program nor able to anticipate whether youngsters would register themselves or have their parents come to sign for them. A special in-person registration process was developed and conducted by part-time program personnel, assisted during peak periods by excited, loaned full-time staff members from around the campus who wanted to help. The Office of Admissions and Records did not officially participate—beyond providing technical assistance in meetings—in the registration process until the fourth year of the JESSE OWENS Program. Admissions and Records has since become increasingly involved and is expected to be fully responsible for all 1985-86 registrations. Plans to simplify (youth) course selections, especially "drop" and "add," are in progress to ease the number of complications arising when all sections for a course close. Severe problems have occurred when numbers of parents have instructed their children not to follow the schedules they have been given, telling them to "go to the class you signed up for." Youth development staff here had to restructure numerous course schedules through individual/parent conferences to prevent costly program adjustment fees and expensive Admissions and Records tie-ups due to course choice/replacement problems. The College Business Office, on the other hand, has received and processed payments, scholarships, and receipts for pre-college students since 1980.

While College faculty and staff have always been invited to develop program/course curricula and to teach courses for the JESSE OWENS Program, they are now encouraged to do so. The Youth Development Director provides information on the areas and kinds of projects that are likely to be funded, even summarizing solicitations, adapting proposal guidelines into "bulletin" form, providing technical assistance, and actually assisting in the proposal writing and budget development. Through the JTPA legislation, credit programs as well as combined credit/noncredit projects can be used to increase college FTE while addressing the institutional priority of youth enhancement. Projects can be mounted that pilot, in the noncredit mode, curricula being developed for credit. The opportunity prevails to give young people structured experiences using equipment not ordinarily accessible to them that might be used in career exploration.

In 1984 a student survey revealed that 44 participants, ages 16-21, were returning for their third or fourth JESSE OWENS Program year and that an additional 158 youth, ages 11-15, were attending for at least their third year. Late in spring, 1985, about 25 SYETP workers from previous years contacted the College to inquire about returning to the program. The objective of assisting youth in planning for their futures by providing positive encounters for them in the college environs and by creating occasions for them to experience the campus milieu is obviously being met.

Many departments have been and are intimately and permanently involved in the processes leading to and including delivery of programs that begin fall quarter and continue through the academic year. The Dean of Community Education Services provides timely information to her counterparts and "up the line." She chairs the Youth Services Planning Cluster (or other college-wide construct), comprised of the deans of Student Life, Instruction, and Continuing Education and the Director of Workforce Development. This committee is staffed by the Director of Youth Development.

The Cluster, often with "guests" from auxiliary areas, reviews and recommends programs, strategies, and directions; articulates institutional and policy issues and problems; and provides linkages with the executive levels as well as with other College clusters, committees, task forces, etc. Information flow has been facilitated by this group. In addition, and significantly, practically all units containing needed program supports and services report to the administrators appointed to the Cluster by the president, further enhancing delivery.

Unresolved Issues

As might be expected, issues and problems sometimes shift operations from the desired focus. Attempts are constantly being made to deal with these concerns as they relate to policy, procedures, operations, and students. A major case in point is the issue of partial program dependence on external funds, namely JTPA, in relationship to alternatives for daily life planning, especially for older students involved in programming at the College. JTPA contracts are based on solicitations from SDAs for a federal Program Year (PY: July 1 to June 30) with funding cycles to states for biennia. Since the SDAs are usually governmental entities (counties, cities) and are dependent on other political entities (PICs) various things may interrupt or change bidding cycles that influence the flow of funds to service-providers—community colleges, in this instance.

Youthful JTPA participants, whose eligibility is based on age and family income, often may be characterized by deficiencies in the following areas: basic skills achievement, preemployment skills, occupational skills training, and entry-level employment placement. Some are "babies with babies" who have not completed high school. Getting them involved in and committed to a set of activities that, when completed successfully, will—at least in theory—break the "poverty cycle" by fostering new opportunities for them and their families is the task of the set of agencies receiving funds to do so. Some of these agencies may be large bureaucracies in nature while others may be small, community-based organizations (CBOs). Both, however, must have dedicated staff members who have direct contact with youth to aid effectively in getting the job done. Both also depend on the availability and flow of funds to present their services to JTPA clients. At issue for the JESSE OWENS Program and for Cuyahoga Community College is what happens to the individual/group of JTPA-dependent youth between funding cycles or when cycles go awry. One must remember that young people can be referred to other programs when anticipated contracts are not awarded. Should the institution be committed at a level that provides college-funded programs at little or no cost to the individual that maintain interest and learning levels for these participants while awaiting new funds or new solicitations, realizing the impact of the loss to the participant?

Closely related to this is the problem of recruiting an adequate pool of JTPA participants who are actually interested in the program area, able to handle the curricula, and capable of completing the requirements. The circumstances of many youth are such that they agree to enroll in activities strictly for the monetary benefits, meager though they may seem to others. The significance of this recruitment problem can be financial, too, since there is a growing tendency on the part of SDAs to write performance-based contracts with service-providers, requiring that a portion of the contract payment be directly related to the number of clients completing the benchmarks or performance measures satisfactorily. This problem is heightened with 14- and 15-year-old youth since, many times, their parents take them on trips or insist that they do other things before a program has ended. A related difficulty associated with JTPA youth in the Cleveland/Cuyahoga SDAs is the timely recruitment and eligibility verification of clients. Frequently, the staff who do the recruitment and verification of youth, usually employees of local school districts, do not have true program details. Youth who enroll, then, come to the service-provider with much misinformation, discovering after having agreed to participate, that matters of concern to them may not be in the condition they expected.

Regarding issues and problems surrounding the College-founded JESSE OWENS Program components, the pre-college program poses a few. The basis for determining program cost to students versus College contribution is an ever-present issue. The price of the 5-week summer program plays a keen role in its availability to the youth needing it most, those who are not able to pay actual costs because of family economic status. If they could subscribe to programs priced even at real cost, the continuing education unit could probably absorb administrative costs.

Another group of pre-college programming problems remain somewhat troublesome and underlie annual curriculum development. Because the pre-college noncredit academic and cultural courses are developed as enriching and supplemental to formal school experiences, and

because numbers of youth reenroll in the JESSE OWENS Pre-College Program year after year, new curricula and new course titles are presented each year to attract and maintain interest. However, continuing growth and development in basic communications, mathematics, and social skills endure as goals (see Appendix). The problematic areas that have thus far eluded completely satisfactory resolution are:

- the ideal instructional situation to accommodate a range of ages and skill levels in a given classroom;
- parents making course selections for their pre-college children that the children do not wish to attend, thus making them unruly in the classroom and requiring numerous scheduling changes;
- parents, even when cautioned about the need for full attendance, enrolling their children and taking them out for vacations, camps, and assorted other reasons; then unpleasantly insisting on their return to the program.

NOTE: In 1983, courses requiring sequential work did not readmit students; selected other courses used curricula developed in weekly modules and allowed reentry on Monday only.

Conclusion

The reality of youth programming is that Cuyahoga Community College is dependent to a great extent on the financial resources available externally through contracts under the Job Training Partnership Act as well as through proposals submitted to foundations, corporations, and other areas of the public and private sectors. Thus, program development is geared to developing, expanding and improving basic academic, functional, and life skills in accordance with criteria and research-based information. Increasing emphasis is being placed on episodic remediation, program delivery through self-paced pencil-and-paper and computer-assisted instruction, combined with competency-based performance standards and open entry/open exit formats. College resources must be expended in confirming and ordering processes that enhance youth activities. Equally important in maintaining the credibility and integrity of College programs is the ability to insure ongoing developmental activities that have significant impact on young people by bolstering their performance and confidence during "down" periods of major funding.

Linkages are maintained with various elements of the community for purposes of student recruitment and identification, program development and referral, additional support services, collaborative program planning, financial support, information-sharing, coalition building, preemployment, employment, career-related opportunities, and skill development. A broad-based, community-wide advisory committee on youth development, which includes two youth representatives, will provide the context for assessing community perceptions of program effectiveness, as well as areas to be strengthened and considered or explored.

The College approach to youth programming is to combine noncredit and credit coursework with preemployment skills and career development as well as occupational skills training and work experience. The purpose is to provide a range of educationally sound activities that can prepare youth for the choices and decisions facing them. Job placement for youth is an area that must be carefully built in relation to cooperative education and job placement for students completing degree programs. However, all youth programming provides the means of entry into degree programs at CCC and other institutions.

The key element in institutionalizing all facets of the youth development program successfully is the utilization of existing personnel wherever possible. First, administrators who are experienced in the use of College processes and services will be quick (and likely) to see how an already available structure might be adapted to the special needs of this target group. Their ideas and recommendations will be thought out within a context steeped in the knowledge of College/community resources and parameters, even encouraging some service area-based differences or transportation-dependent activities. Further, their involvement with youth may give them the opportunity to enrich the traditional programs or approaches or to pilot as yet untested plans. Moreover, sensitive, capable part-time faculty and staff interested in increasing involvement should be viewed as having the potential for full-time employment, however limited, and encouraged to build their strengths around serving youth in transition. Full-time faculty should be encouraged to look anew at the youth populations and to generate avenues of interaction that enhance their own scholarship.

APPENDIX

JESSE OWENS YOUTH DEVELOPMENT PROGRAM

PROGRAM GOALS

The goals of the JESSE OWENS Youth Development Program are:

- To enhance and encourage individual growth and development toward productive adulthood by providing increased access to educational and training opportunities through specialized programming and early exposure to the college milieu;

- To contribute to the maturation process by providing a variety of classroom, demonstration, and hands-on experience in basic communication and computational skills improvement, academic enrichment, career exploration, preemployment skills development, and work experience;

- To foster increased cultural awareness through exposure to the fine and performing arts with opportunities for participation as well as multicultural programming with foci on international-to-local lifestyles and language;

- To promote wholesome, healthy personal and social development by teaching physical fitness skills, good citizenship, effective leadership, and other basic life skills that affect the quality of the condition of the individual and family in society.

[Note: Excerpted from the FY '86 JESSE OWENS Program Year-Round Plan.]

Call for NCCSCE WORKING PAPERS

During each academic year, the NCCSCE will publish two *Working Papers* as inserts to the COMMUNITY SERVICES CATALYST. The purpose of the *Working Papers Series* is to issue publications to community services and continuing education professionals which provide for the dissemination of planning processes, innovative programs, administrative practices, and evaluation techniques.

The content of the *Working Papers* should emphasize contributions to the *practice* of community services and continuing education. Elements of the *Working Paper* may include program descriptions, management techniques, evaluation methods and tools, instructional materials, bibliographies, and planning and reporting processes and forms.

While the selection and review process is a continuing one, manuscripts to be considered for the Fall 1986 issue should be received not later than July 1, 1986. To maximize the likelihood that the manuscript will be published, prospective authors should submit a two- to three-page concept paper or call the editor prior to the full development of the proposed *Working Paper.* Prospective contributors are encouraged to contact the undersigned in the early stages of paper development.

Materials and inquiries should be submitted to:

Dr. Rae Rohfeld, Working Papers Editor
Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 348-4196

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